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ABSTRACT

The majority of the parents answering the survey preferred program characteristics that fell between the most traditional-structured and the most flexible-open types of educational programs. The majority of parents also preferred that: parents and students be involved in school decisions; the curriculum include required courses, specific courses in basic skills, courses to meet the specific needs of their child, and work on feelings and attitudes; several teachers be available to their child, and that teachers do most or all of the teaching; children have some responsibility for their own learning; their child progress through a subject at the same speed as others, but be given extra work or help if she or he progresses faster or slower than others; the work environment be quiet and orderly, with some student freedom to move about and talk; the learning environment include both active and passive learning opportunities, equal emphasis on competition and cooperation, some participation in group projects with other children, and some activities in the community; and their child work, play and study with students of the same age or grade, or within one or two years younger or older than their child. (Author/BJG)

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Planning and Support Services Division

Minneapolis Public Schools

Minneapolis Public Schools

A Survey of Parent Opinions About
Educational Alternatives in Minneapolis
North Area Elementary Schools

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Ideas expressed in this report do not necessarily
reflect the official position of the Minneapolis
Public School Administration nor the Minneapolis
School Board.

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A Survey of Parent Opinions About Educational Alternatives in Minneapolis North Area Elementary Schools

Summary

See Page

Do parents of North Area Elementary students want choices of alternative educational programs? What type of educational alternative would parents choose?

In the spring of 1975 a committee of North Area parents and school staff conducted a survey to determine parent opinions about educational alternatives. Questionnaires were mailed to a random sample of parents of one-fourth of the students in the twenty North Area public elementary schools. Questionnaires were returned for 1,243 children, or 58% of the sample of 2,127 children. Since 42% of the sample did not return questionnaires, it is not known if this sample represents all parents of North Area elementary children. Thus, the results should be interpreted with caution.

2-6

The majority of the parents preferred program characteristics that fell between the most "traditional-structured" and the most "flexible-open" types of educational programs. Only a small percentage of parents chose characteristics that represented a lot of student freedom and responsibility. The majority of parents also preferred that:

7-11

15-18

- . Parents and students be involved in decisions regarding the organization and operation of their school.
- . The curriculum include required courses, specific courses in basic skills, courses to meet the specific needs of their child, and work on feelings and attitudes.
- . Several teachers, rather than mainly one teacher, be available to their child, and that teachers do most or all of the teaching.
- . Their child have some responsibility for his or her own learning.
- . Their child progress through a subject at the same speed as others, but be given extra work or help if she or he progresses faster or slower than others.
- . The work environment be quiet and orderly, with some student freedom to move about and talk.
- . The learning environment include both active and passive learning opportunities, equal emphasis on competition and cooperation, some participation in group projects with other children, and some activities in the community.
- . Their child work, play, and study with students of the same age or grade, or within one or two years younger or older than their child.

When asked to choose from three alternatives, the most popular first choice was a Contemporary program; a Continuous Progress program was the second most popular, and an Open program was least popular. Although groups of parents expressed a general preference for a Contemporary, Continuous Progress, and Open program, there was much variation within each group about specific aspects of the program.

12-14

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Table of Contents

	<u>Page</u>
The North Area	1
North Area Alternative Programs	1
North Area Survey Committee	2
Survey Method and Implementation	2
Sample and Returns.	3
Interpretation Cautions	4
Results.	6
Basic Dimensions of Educational Programs.	7
Preferences for Three Alternatives.	12
Responses by Grade Level.	14
Dimensions by Choice of Alternative Programs.	14
Summary of Results	15
Uses of the Results.	19
Appendix A: Tables of Results.	21
Appendix B: The North Area Parent Survey	45

List of Tables

<u>Table No.</u>		<u>Page</u>
1	Survey Return Rate by School.	5
2	Response of Parents of North Area Elementary Children to Educational Alternatives by Total North Area, Individual Schools, and School Cluster.	22
3	Response of Parents of North Area Elementary Children to Educational Alternatives by First Choice of Alternative Program and Grade Level	36

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This survey was conducted through the efforts of many parents and school staff members. Steve Levie was chairman of the Survey Committee, Teri Edwards chaired the Survey Instrument sub-committee, and David Mesenbourg chaired the Methods and Implementation sub-committee. The participation of the following people in the planning of the survey is appreciatively acknowledged also: Douglas Drolsum, Marilyn Manoleff, Ginny Plumb, Frances Beckman, Beverly Roberts, Sharon Hall, Elizabeth McKnight, David Paulson, Randy Johnson, John Benjamin, John Frank, and Evelyn Meyers. Many parents also gave hours of their time contacting parents who had not returned their questionnaire. Although several people reviewed the draft of this report and gave valuable suggestions, the writers are the only individuals to be held responsible for the contents of the report.

The support and assistance received from Melvin Hoagland, North Area Superintendent; Anne Desmond, North Area Office; R. W. Faunce, Director of Research and Evaluation; and the building principals is appreciated.

Minneapolis Public Schools

A Survey of Parent Opinions About Educational Alternatives in Minneapolis North Area Elementary Schools

Do parents of students want choices of alternative educational programs? What type of educational alternative would parents choose for their children? In the spring of 1975 the parents of elementary students in the North Area of the Minneapolis Public Schools were surveyed to obtain their opinions about alternative educational programs. The main purpose for conducting the survey was to provide the North Area school administration with information about parent interest in and feelings about educational alternatives.

The North Area

The North Area is one of three administratively decentralized areas in the Minneapolis school system that were established by Board of Education action in May 1973. Geographically, the North Area includes the North Minneapolis neighborhoods between Olson Memorial Highway and the northern city limits and all of Northeast Minneapolis. In 1974-75 the North Area served more than 18,000 students at three senior high schools, five junior highs, twenty elementary schools, and one special junior high facility.

Prior to the decision to fully decentralize the Minneapolis school system, a pilot decentralization project called the "North Pyramid" was established in 1966 that included North High School and its twelve junior high and elementary feeder schools. Melvin G. Hoagland headed the North Pyramid, first as curriculum consultant, later as director and assistant superintendent. He was named area superintendent following establishment of the enlarged North Area.

North Area Alternative Programs

Several alternative educational programs will be offered to elementary students in the North Area in 1975-76. Parents and students will have their choice of three programs: a K-6 open school at Holland, a continuous progress program at Bethune (K-3) and Webster (4-6), and the program offered at their neighborhood school.

Schools in the Willard-Bremer-Cleveland cluster are offering three programs, identified as X, Y, and Z. Basic skills are of primary importance in each program. However, there are several organizational and instructional differences among the three programs: grouping of teachers, student choice of activities, grouping of students, age level of children, rate of progression.

North Area Survey Committee

A North Area Alternatives Task Force, composed of parents, teachers, and administrators, was established in the fall of 1974 to:

1. Provide opportunities for communication and exchange of information regarding educational alternatives.
2. Advise and assist the area superintendent in planning for educational alternatives.

Existing parent, teacher, and principal groups in the North Area were asked to select representatives who had an interest in educational alternatives. The task force also included other North Area personnel who expressed an interest in alternatives.

The Survey Committee was one of five committees formed by the North Area Alternatives Task Force; the other four were the Open School, Secondary Level Alternatives, Contemporary Program, and Continuous Progress Committees. The five committees of the task force were charged with generating recommendations to be reported to the North Area Superintendent. The Survey Committee was given the responsibility for advising the area superintendent on the design and implementation of a survey of parents of school-aged children in the North Area. Resources, both material and staff, were supplied by the North Area Superintendent's Office and the MPS Research and Evaluation Department.

Survey Method and Implementation

The Survey Committee studied several instruments and techniques for measuring parent opinions about educational alternatives. The committee recommended that a revised version of two previously-used instruments be administered to parents of elementary students. The secondary committee did not feel the questionnaire was appropriate for use at the junior and senior high level and recommended that it not be used at the secondary level.

The 32-item questionnaire had three sections. The first twenty-five items

measured parent preferences for basic characteristics (dimensions) of educational programs, such as number of teachers, parent-student choice of curriculum, time flexibility, and student rate of progression. All of these twenty-five items were content independent in that a person's response on any one item did not determine the person's response on any other item. The next four items measured the parents' general satisfaction with their child's school and their general approval of educational alternatives. The final three items asked the parents to rank-order their preference for three alternative educational programs: contemporary, continuous progress, and open. Each of these three alternatives were described in the questionnaire. A copy of the questionnaire is in Appendix B, page 45.

Sample and Returns

The Survey Committee decided that the questionnaire should be sent to the parents of a random sample of twenty-five percent of the students in each grade at each of the twenty elementary schools. The one-fourth sample produced a relatively small sampling error (about 5%) for each individual school (assuming a 100% return by the sample). At the same time, the number of students included in the study was kept at a manageable level (based on anticipated resources for follow-up).

Using alphabetical student-by-grade lists for each school, a random number was generated to select the first student name to be included in the sample. Every fourth student name on the alphabetical list was chosen after the initial name. The sample size was 2,127 students from the twenty North Area elementary schools: Bethune, Bremer, Cleveland, Hall, Hamilton, Hawthorne, Holland, Lincoln Intermediate, Lind, Loring, Lowell, Lowry, McKinley, Penn, Pillsbury, Putnam, Shingle Creek, Waite Park, Webster, and Willard.

The first mailing of the surveys took place in early March, using bulk mail with business reply envelopes included for return. Parents were asked to return the questionnaire with the mailing label attached in order to follow-up people who did not respond. Parents were given the option of removing the label if they did not wish to be identified. After a two-week period, a follow-up program was started to maximize the level of response. This follow-up, which consisted of telephone contact and re-mailing, was coordinated by a staff member in the North Area Office.

Volunteer parents from each school area called parents or guardians of children in the sample who had not returned a completed survey (school aides were used in some cases to supplement the volunteer help). The phone call determined (1) if the parents had received the survey, (2) if they would or would not return it, (3) if they had returned it without the label, and (4) if they needed another questionnaire. The phone call also emphasized the importance of returning the survey form. In cases where telephone contact could not be made (no answer, not-in-service, no telephone), the addresses and phone numbers were checked with the schools for accuracy. If a new phone number was found, it was given to the callers. If a new phone number was not found, but the child was enrolled in school, another questionnaire was mailed to the parent. If the child was no longer enrolled in the school, another student at the same grade level was randomly selected as a replacement.

The second mailing of the questionnaire included people who needed another questionnaire, people who could not be reached by phone, and people selected as replacements for students who had moved. A second follow-up call was made shortly after the second mailing. The same information was gathered as in the first call. Again the importance of returning the completed questionnaire was emphasized. After the second follow-up contact, it was assumed that every member of the sample population had been given adequate opportunity and encouragement to respond. The Survey Committee decided that further calling or mailing would not significantly increase the percentage of returns and might generate hostility among the non-respondents. This decision was supported by the volunteer callers who were present when the decision was made.

Return rate. Useable questionnaires were returned for 1,243 children, or 58% of the sample. About thirty returned questionnaires were not used because they could not be identified by school or they were answered invalidly (e.g. all responses to each item were checked, not just one response). The return rate ranged among the schools from a low of 43% at Bremer to a high of 79% at Shingle Creek (Table 1, page 5).

Interpretation Cautions

Since the survey return rate was 58%, the results of this study should be interpreted with caution. It is not known to what extent the total sample is represented by the responses of those who returned questionnaires. It is possible that the 42% of the sample who did not return questionnaires may have

Table 1

Survey Return Rate by School

	Number of ^a Students in Sample	Number of Questionnaires Returned	Percentage of Questionnaires Returned
Bethune	123	57	46%
Hall	53	27	51
Webster	114	59	52
Holland	93	52	56
Putnam	134	90	67
Cluster Total	517	285	55%
Willard	144	73	51
Bremer	164	71	43
Cleveland	66	35	53
Cluster Total	374	179	48%
Lowell	116	63	54
Hawthorne	132	71	54
Cluster Total	248	134	54%
Lincoln	149	74	50
Pearl	66	36	55
McKinley	83	59	71
Loring	41	32	78
Cluster Total	339	201	59%
Hamilton	85	54	64
Lind	103	64	62
Lowry	109	69	63
Pillsbury	104	71	68
Shingle Creek	92	73	79
Waite Park	156	113	72
Grand Total	2127	1243	58%

^a Twenty-five percent of the students in each school were randomly selected to be in the sample.

responded differently than the 58% who did respond. The maximum error on any item due to incomplete returns would occur if all parents in the 42% who did not respond had chosen one (the same) response. For example, the total sample for the North Area would have responded to item 18 as follows if all of the non-respondents had chosen either response one, two, or three. Although it seems unlikely that the maximum error occurred, the amount of actual

Who should decide what subjects or interest areas your child actually studies in school?	Results For 58% Who Did Respond	All Non-Respondents Chose Response 1	All Non-Respondents Chose Response 2	All Non-Respondents Chose Response 3
1. School (teacher) should make final decision.	18%	52%	11%	11%
2. School (teacher) should decide some, parents and/or student should decide some.	78	45	87	45
3. Parents and/or student should decide.	4	2	2	44

error is not known. In short, it is not known if this sample represents all parents of North Area elementary children.

Even if the return rate for the sample had been substantially higher, the data would probably include some error due to sampling (i.e. the selected sample of students may not represent the total population of North Area students). The sampling error would be small (i.e. standard error about 2%) for the total group of North Area students, but would be larger for individual schools (estimated standard error for individual schools would be approximately equal to 5%).

The parents' preferences for the three educational alternatives (contemporary, continuous progress, open) were shared with the public in the North Area News before all questionnaires were returned. About 10-15% of the questionnaires were returned after the date of the news release. It is possible that the release of information could have affected the parent response to this item.

Results

The item-by-item results for the total North Area, individual schools, and clusters of schools are given in Table 2, Appendix A, page 22. The clusters identify schools that have been grouped as part of the Minneapolis Public Schools' desegregation/integration plan. The figures indicate the percentage of respondents who selected each of the response choices for each item. The return rate for

each school (Table 1) should be noted before making interpretations. The following narrative presents the results for the total of all North Area schools.

Basic Dimensions of Educational Programs

The twenty-five items that identified fundamental characteristics of educational programs were grouped into seven categories based on a judgment of similar content.

Parent-student involvement in decisions (Items 1-5). To what extent should parents and students be involved in organizing and operating the school? Almost all respondents felt parents should have some input in decisions regarding how the school is run (Item 1). A majority (65%) of the respondents felt the school and parents should share the responsibility for making these decisions. Twenty-nine percent felt the school should make the final decisions after advice from parents. Three percent felt the school should make all decisions with no advice from parents and 3% felt parents should make the final decisions after advice from school.

About three-fourths of the respondents thought students should play some role in the process of making and enforcing school rules (Item 2); 48% favored a shared student-school responsibility and 26% felt the students should advise, with the school having the final responsibility. One-fourth of the respondents said that schools should make and enforce rules with no input from students. One percent felt students should be solely responsible for making and enforcing rules.

Should parents have anything to say about the subjects or course of study that are offered at a school? Ninety-four percent said Yes, in one way or another; 6% said No (Item 3). Sixty-one percent of the respondents felt that the school and parents should share the responsibility; 29% felt parents should advise and the school should make the final decision; 4% felt parents should make the final decision after advice from the school. Six percent felt the schools should decide with no advice from parents.

The majority of the respondents also felt that students should have input into what subjects are offered at their school (Item 4). About one-third indicated that the school and students should share the responsibility for such decisions, one-third said the schools should make the final decisions after advice from students, and about one-third said that the schools should decide without advice from students.

A substantial majority (79%) of the parents felt that the school, parents, and child should work together to solve any serious problems a child may have at school (Item 5).

Curriculum content (Items 6-8) A majority of respondents (84%) preferred an educational program that included some required courses plus courses developed to meet the specific needs or interests of their child (Item 6). Thirteen percent of the parents said all students should take a required course of studies. A program with no required courses and all courses developed to meet the specific needs or interests of the child was preferred by 3% of the respondents.

In the instruction of basic skills such as math and reading, almost all respondents wanted specific math and reading course (Item 7). Forty-two percent wanted specific courses; 52% wanted specific courses plus planned reading and math activities in other school activities and courses. Five percent did not want specific courses, but preferred reading and math projects planned in other school activities and courses. One percent of the respondents felt a student's interest would lead them to develop reading and math skills without specific courses and activities.

Two-thirds of the parents felt their child's education should include learning about feelings and attitudes in relation to one's self and others (Item 8). Nineteen percent favored a lot of work in this area. Fourteen percent felt it was only necessary to deal with feelings and attitudes if a situation should arise in school making it necessary.

Instructional setting (Items 9-15). How do parents feel about the following characteristics of an instructional setting?...competition-cooperation, active-passive learning, group-independent work, use of community, freedom of movement-talking, age level of classmates, attendance policy.

The majority of the parents (72%) preferred a school in which competition and cooperation are equally emphasized (item 9). Twenty-five percent felt cooperation should be emphasized and three percent favored emphasizing competition.

Almost all respondents (92%) preferred that their child learn in school by reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves (Item 10). Mainly passive learning (reading books, doing workbooks, or listening to some one tell about things) was favored by 7% of the parents, and 1% favored mainly active learning (working with objects, playing, or living and doing things themselves).

Most respondents (59%) indicated that they would prefer that their child work alone much of the time, but participate in several projects where students work together in a group (Item 11). Twenty-seven percent felt their child's time should be divided equally, half the time working alone, half the time working with a group of students. Twelve percent of the respondents felt their child should spend most of his or her time working with one or more other students (helping each other and in group projects).

A majority of the parents preferred a quiet, orderly work environment, with some student freedom to move about and talk (Item 12). One-third of the parents indicated that students should not move around or talk without permission. Half of the respondents preferred a learning situation that allowed children to move about or talk as long as they remain orderly and quiet. Fourteen percent felt students should be able to move around and talk freely as long as their work is being done. Less than 1% felt students should be free to move about and talk as they wish.

More than half (55%) of the respondents indicated that they would like their child to be involved in several projects or activities in the community, but still spend most of the time in school (Item 13). A large percentage (42%) preferred that their child be involved in a few field trips into the community and spend the rest of the time in school. A small percentage (3%) felt the community could be used extensively, with very little time being spent in the school building.

Respondents generally preferred that their child work, play and study with students of about the same age (Item 14). Thirty-five percent felt their child should work, play and study with students of the same age (or grade) level. Forty-one percent felt their child should work and play with students one or two years younger or older. Twenty percent of the respondents preferred that their child have the opportunity of interacting with students within the elementary age range (5-11 years old); 3% preferred an age range of 5-18 years.

Almost all respondents were in favor of a required attendance policy (Item 15). Required attendance with the school encouraging regular attendance was preferred by fifty-five percent of the respondents; 41% wanted required attendance with strict enforcement. A policy where regular attendance in the school building is not required as long as the student is learning was preferred by three percent of the parents, while 1% preferred that attendance be left up to the student and parents.

Teachers (Items 16-17). Who should do the teaching? Parent responses to this question were mixed. One-third of the parents said they wanted teachers to do all of teaching, half said teachers should do most of the teaching with some help from parents and community members, and one-fifth said teachers are only one of many persons (including other adults and students) who should do the teaching (Item 17).

Only one out of five parents preferred that mainly one teacher work with or be available to their child (Item 16). Most parents (57%) wanted several teachers available to their child in different subject areas. Twenty-three percent preferred a team of teachers who communicated regularly among themselves about students.

Student responsibility in learning setting (Items 18-20). Who decides what a child actually studies? How much responsibility should children have for directing and carrying out their own studies?

About four out of every five respondents felt the parents or student should have some input into what subjects the child actually studies in school (Item 18). Seventy-eight percent said the school should decide some of the courses a child studies and the parents or child should decide some. Eighteen percent wanted the decision to rest solely with the school, and 4% felt the parents or student should decide.

Opinion was divided fairly evenly on who should direct the child's learning (Item 19). Half of the respondents wanted the teacher to direct the child's learning part of the day and the student to direct his or her own learning part of the day. The other half wanted the teacher to instruct or direct the learning process all of the time. Two percent preferred that the student direct his or her own learning, with a teacher available.

Once the child's course of studies has been decided, 43% of the respondents felt a teacher should work closely with their child every day, while 46% felt the teacher should check with their child every few days and give assistance when the teacher feels it's needed. Eight percent favored having the child be responsible for completing his or her work with a teacher available if the child wants to ask for help, and 4% wanted a system where the teacher would check with their child every few days and give assistance only if the child wants it (Item 20).

Variation and flexibility (Items 21-23). Within a subject area or classroom, 60% of the respondents felt that sometimes students should use the same materials

and be taught in the same way, while at other times a variety of materials and ways to learn be available (Item 21). Thirty-one percent thought most of the time a variety of materials and ways to learn should be available, and 9% felt most of the time students should use the same materials and be taught in the same way.

About half of the respondents wanted the school day divided into set time periods where the child is limited in how much time he or she can spend working on any one area or subject (Item 22). Another half wanted part of the school day not divided into set time periods, permitting the child to work on a subject for an unspecified length of time. Two percent of the respondents preferred that the time schedule for the school day be unstructured to permit their child to work on any subject for varying, unspecified lengths of time.

How flexible should the system be in allowing a child to progress within a particular subject area? Most respondents (75%) felt that their child should progress through the subject at the same speed as other students, but extra work or help should be given if he or she progresses faster or slower than others (Item 23). Twenty-four percent wanted their child to be able to progress through the subject at his or her own speed, and 2% felt their child should progress through a subject at the same speed as other students.

Evaluation of student progress (Items 24-25). How should a student's progress in school be evaluated? Who should be the evaluator? Seventy-seven percent of the parents wanted to know how much their child has learned or progressed, and also how their child is doing compared with other students of the same age (Item 24). Nineteen percent wanted to know how much their child has progressed, but not how he or she is doing compared with other students.

Eighty-two percent of the parents felt the parent or the child, in addition to school personnel, should evaluate the child's progress (Item 25). Eighteen percent felt the school should evaluate with no involvement of child or parent.

Satisfaction with present school (Items 26-27). Do parents feel that their child's present school is satisfying their child's academic and emotional needs? The majority of the respondents expressed satisfaction with their child's school in both of these areas. Eighty-five percent of the responding parents said they were either very satisfied (about 20%) or satisfied (about 65%) with how well school is meeting their child's achievement, intellectual, and emotional needs. Thirteen percent of the parents said they were dissatisfied and 2% said they were very dissatisfied.

Approval of educational alternatives (Items 28-29). How important are alternative educational programs to parents in the North Area? How far would they be willing to have their child transported to have the program of their choice? Twenty-two percent of the parents strongly agreed and 52% agreed that providing a choice of alternative educational programs within the North Area is important to them.

The majority of the parents would be willing to have their child transported at least as far as a school whose attendance area is adjacent to their child's present school to have the program of their choice. Twenty-nine percent of the parents said they would be willing to have their child transported to any school in the North Area to get the program of their choice, while 44% said no further than a school whose attendance area is next to their child's present school. Twenty-seven percent of the parents said they would choose the nearest available school regardless of the program offered.

Preferences for Three Alternatives

The last three questionnaire items (30-32) asked the respondents to indicate their preferences for three alternative educational programs by indicating their first, second, and third choices. The three alternatives were labeled Contemporary, Continuous Progress, and Open. They were defined on the questionnaire as follows:

Contemporary: Children in each class are about the same age. Individual teachers feel responsible for the progress of children assigned to their room. Although teachers usually plan and share with other teachers at their grade level, they feel individually responsible for carrying out the curriculum as developed by citywide or area consultants and committees. Children spend most of the time in their home rooms. They also share school spaces like the gymnasium, library or music room. Children proceed at their own rate in large or small groups through basic materials and tasks. Children with learning problems are cared for in a variety of ways to meet their needs. Teachers check assignments and evaluate children on their progress.

Continuous Progress: Children may be in groups with older and younger children, (usually a three year span) and groups change according to needs and interests. Teachers plan as teams, but take on different jobs which they usually do alone. The learning program is coordinated by several teachers. Children move between classrooms, especially for skill groups and sometimes for interest groups. Children spend part of the day in scheduled activities and some of the day in changing interest groups. Children proceed at their own rate in large or small groups through similar content using varied materials. Teacher-set goals are evaluated by the teacher. Goals set by the children are evaluated by the children and teacher.

Open: Children are with older and younger children for most of their activities. Students have relative freedom to select what they want to study. Basic skills of reading, mathematics, and communication are emphasized and are taught in a variety of ways. Children plan their schedule with teachers and parents assisting. Time limits are not rigid. Learning experiences grow out of children's interests. Students have the opportunity to be in various groups, various places and with different adults during a school day or week. Students and adults cooperatively plan direction and evaluate progress.

The Contemporary alternative was the most popular first choice of the respondents, the Continuous Progress alternative was the second most popular choice, and the Open program was least popular. Fifty-five percent of the respondents selected Contemporary as their first choice, 38% selected Continuous Progress, and 8% selected the Open program.

	<u>First Choice</u>	<u>Second Choice</u>	<u>Third Choice</u>
Contemporary	55%	31%	16%
Continuous Progress	38	56	6
Open	8	14	79

Projected enrollment in three alternatives. How many elementary children in the North Area would enroll in each of the three alternative programs identified in the survey? A rough estimate can be made by multiplying the number of elementary children in the North Area (about 8,500) by the percentage of the sample who selected each of the alternatives as their first choice. At the time the survey was conducted, a rough estimate of alternative program enrollment would be: Contemporary - 4,675; Continuous Progress - 3,230; Open - 680.

However, at least five factors might affect the actual student enrollment in each alternative.

1. Forty-two percent of the sample did not return completed questionnaires. It is possible that the non-respondents would have responded differently than people who returned questionnaires. It is not known if the returned questionnaires represent all parents of North Area elementary children.
2. Even if the return rate for the sample had been satisfactory, it is possible that a sampling error of one or two percent would have occurred.
3. Preferences for the three alternatives may change as people become more knowledgeable of each of the three alternatives. The descriptions of the alternatives used in the questionnaires may not have been clear to all respondents.

4. People may change their mind.
5. Actual enrollment will depend on the location of the program. For example, 45% of the people who preferred the Open program said they would not have their child transported any further than a school whose attendance area is located next to their child's present school.

Responses by Grade Level

Table 3 in Appendix A gives the parents' responses according to the grade level of their children. Generally there were few differences across grade levels. Compared with parents of children in grades K-3, more parents of children in grades 4-6 preferred student involvement in decision making, stricter enforcement of a required attendance policy, and independent rather than group work.

Dimensions by Choice of Alternative Program

What was the relationship between the respondents' choice of alternative program (Contemporary, Continuous Progress, Open) and their choices on the twenty-five dimensions, or specific aspects, of educational programs? Also, within a particular program selected as a first choice (such as Contemporary), how much variation was there among the individuals' responses to each of the items measuring specific aspects of educational programs? Table 3 in Appendix A on page 36 shows the parent response to each of the twenty-five specific items, the two school satisfaction items, and the two items on approval of alternatives, according to the respondents' first choice of the three educational alternatives.

Differences among educational alternatives. The responses of the three alternative groups differed on all items.¹ On the items measuring specific aspects of educational programs, a greater percentage of the Contemporary group than the Continuous Progress and Open groups selected responses on the more "traditional-structured" end of the response continuum. A greater percentage of the Open group than the Continuous Progress and Contemporary groups preferred choices on the more "flexible-open" end of the continuum. For example, 44% of the Contemporary group, compared with 16% of the Open group and 15% of the Continuous Progress group, preferred that teachers do all of the teaching (Item 17). Forty-seven percent of the Open group, 31% of the Continuous Progress, and 10% of the Contemporary said that teachers are only one of many persons, (including other adults and students) who should do the teaching. However, on some items the Open

¹ The chi-square value for independent samples (the three alternative groups) was statistically significant at the .01 level on all items except number 27 (satisfaction that present school is meeting child's emotional needs).

and Continuous Progress groups responded similarly, while on other items, the Continuous Progress and Contemporary groups responded similarly.

On some dimensions, the majority of the respondents in each of the three groups preferred the same response. For example, 87% of the Open group, 89% of the Continuous Progress group, and 70% of the Contemporary group indicated that the school should decide some of the subjects or interest areas that a child actually studies in school and the parent and/or student should decide some (Item 18).

The three alternative groups had substantially different feelings about the provision of educational alternatives (Items 28, 29). Ninety-nine percent of the Open group agreed (49% strongly) that providing a choice of alternative educational programs in the North Area was important to them, compared with 90% of the Continuous Progress group (30% strongly), and 58% of the Contemporary group (12% strongly). Fifty-five percent of the Open group, 38% of the Continuous Progress group, and 18% of the Contemporary group said they would be willing to have their child transported to any school in the North Area to have the program of their choice.

Differences within educational alternatives. It would be incorrect to assume that all, or even a substantial majority, of the people who selected the same educational alternative as their first choice would prefer the same program characteristics within the chosen education program. For example, all people who selected the Contemporary program on the basis of the description in the questionnaire did not want mainly one teacher to work with their child. In fact, 56% of the Contemporary group said that they wanted several teachers to work with or be available to their child in different subject areas, and 11% wanted a team of teachers who regularly communicate among themselves about the students. Within each of the three alternative programs, the variation of response on most of the items measuring specific aspects of educational programs was substantial.

Summary of Results

In the spring of 1975 a committee of North Area parents and staff conducted a survey to determine parent interest in and feelings about educational alternatives. Questionnaires were mailed to a random sample of parents of one-fourth of the students in the twenty North Area public elementary schools. Questionnaires were returned for 1,243 children, or 58% of the sample of 2,127 children.

The following summary statements are based on the results presented in the preceding pages. Since it is not known how the non-respondents (42% of the sample) would have answered the questions, the statements should be interpreted with caution.

1. When asked to choose from three alternative educational programs, the most frequent first choice of the responding parents was the Contemporary alternative, the Continuous Progress alternative was the second most frequent, and the Open program was least frequent.

- . Fifty-five percent of the parents selected Contemporary as their first choice, 38% selected Continuous Progress, and 8% selected the Open program.

2. The majority of the parents said that providing a choice of alternative programs was important to them and that they would be willing to have their child transported at least as far as a neighboring school to have the program of their choice.

- . Twenty-two percent of the parents strongly agreed and 52% agreed that providing a choice of alternative educational programs within the North Area is important to them.
- . Twenty-nine percent of the parents said they would be willing to have their child transported to any school in the North Area to get the program of their choice, while 44% said transportation should be no further than a school whose attendance area is next to their child's present school.

3. The majority of the parents preferred choices that fell between the most "traditional-structured" and the most "flexible-open" characteristics of an educational program. Only a small percentage of respondents chose characteristics that represented a great deal of student freedom and responsibility.

4. The majority of the parents felt that parents and students should be involved in decisions regarding the organization and operation of their school.

- . Two-thirds of the respondents said that the school and parents should share the responsibility for making decisions about how the school is run and what courses of study are offered. About one-third felt the school should make the final decisions after advice from parents.

- . About 90% of the parents thought that students should have some input (either shared responsibility or advisory) into decisions about how the school is run, and about two-thirds thought students should help decide what courses of study are offered.

5. The large majority of parents preferred a curriculum that includes required courses, specific courses for instruction in basic skills, and courses to meet the specific needs of their child. Most parents also wanted learning about feelings and attitudes included in their child's education.

6. About four-fifths of the parents preferred that several teachers rather than mainly one teacher be available to their child, and also that teachers do most or all of the teaching.

- . Twenty percent of the parents wanted mainly one teacher to work with their child. Fifty-seven percent wanted several teachers in different subject areas, and 23% preferred a team of teachers who communicated regularly among themselves about students.
- . One-third of the parents said they wanted teachers to do all of the teaching with some help from parents and community, and one-fifth said teachers are only one of many who should do the teaching.

7. The majority of parents felt their child should have some responsibility for his or her own learning, although the amount of student responsibility should be greater in the selection of areas to study than in the actual direction of the work.

- . Seventy-eight percent of the parents said that the parent or child should decide some of the courses the child actually studies.
- . Half of the parents wanted the teacher to instruct or direct the learning all of the time; half wanted the student to direct his or her learning part of the day.
- . Once the child's course of studies has been decided, a teacher should work closely with the child every day, according to 43% of the parents. About 46% felt a teacher should check with their child every few days and give assistance when needed.

8. About half of the respondents wanted the school day divided into set time periods, while the other half did not want set time periods for part of the school day, permitting the child to work on a subject for an unspecified length of time.

9. Three-fourths of the parents wanted their child to progress through a subject at the same speed as others, but be given extra work or help if the child progresses faster or slower than others. One-fourth wanted their child to be able to progress at her or his own speed.

10. A large majority of the parents preferred a quiet, orderly work environment, with some student freedom to move about and talk.

- One-third of the parents said that students should not move around and talk without permission. Half of the parents preferred that children be allowed to move about and talk as long as they remain orderly and quiet.

11. Most parents preferred a learning environment that included both active and passive learning opportunities, that placed equal emphasis on competition and cooperation, and that allowed for some participation in group projects with other children and in activities in the community.

- Almost all respondents (92%) wanted their child to learn in school by reading, doing workbooks, and listening plus learning by working with objects, by playing, and by experiencing.
- About 40% of the parents felt their child should spend at least half of the time working with other children. The other 60% preferred that their child work alone much of the time, but participate in several projects where students work together in a group.
- Half of the parents wanted their child to be involved in several projects or activities in the community, but still spend most of their time in school.
- The majority of the parents (72%) preferred a school in which competition and cooperation are equally emphasized.

12. Three-fourths of the parents preferred that their child work, play and study with students of the same age or grade, or within one or two years younger or older than their child.

13. More parents who chose a Contemporary program than parents who chose Continuous Progress or Open programs preferred "traditional-structured" characteristics of educational programs. More parents who chose an Open program than parents who chose Contemporary or Continuous Progress programs preferred "flexible-open" characteristics.

- Forty-four percent of those who chose a Contemporary program, compared with 16% of the Open group and 15% of the Continuous Progress group, preferred that teachers do all of the teaching. Forty-seven percent of the Open group, 31% of the Continuous Progress, and 10% of the Contemporary group said that teachers are only one of many persons who should do the teaching.

14. Within each of the three groups of people who preferred one of three educational programs (Contemporary, Continuous Progress, Open), the variation of response was substantial on most of the items measuring preferences for specific aspects of educational programs.

- Within the group of parents who selected a Contemporary program as their first choice, 33% said they wanted mainly one teacher to work with their child, 56% said they wanted several teachers in different subject areas, and 11% wanted a team of teachers who regularly communicate among themselves about the students.

15. Eighty-five percent of the responding parents said that they were either very satisfied (about 20%) or satisfied (about 65%) with how well school is meeting their child's academic and emotional needs.

Uses of the Results

The writers of this report do not recommend that the results of this survey be used as the basis for specific decisions regarding the implementation of educational alternatives. The return rate was not high enough to justify such decisions. However, the writers do feel that the information in this report has several valuable uses for the North Area school communities. Even though the sample was not adequate for decision-making, the information is the best available at this time regarding North Area parent opinions about educational alternatives.

The information will be primarily valuable as discussion material for staff and community development. The content of the items themselves should help staff and community as they discuss characteristics that may be part of an educational program. Many people will benefit from a study of the item content and how educational programs differ as the specific aspects (as identified by the items) of programs are sorted into various combinations.

It also will be useful for staff and parents to study the major outcomes--similar to those identified in the summary sections of this report--for

general directions as they consider educational alternatives. For example, even with an unknown sample error, it appears that at least half of the parents would prefer that their child be able to work with more than one teacher.

More specifically, it would be useful for staff and parents at each school to determine where they would place their school's educational program(s) on each of the questionnaire items. Additionally, if the return rate for the parent survey was more than fifty percent at their school, the staff and parents could estimate roughly whether their educational program corresponds with the preferences of the parents. If discrepancies occur, are there good reasons for maintaining the present program, or should changes be considered?

Appendix A

Tables of Results

**Table 2: Response of Parents of North Area
Elementary Children to Educational
Alternatives by Total North Area,
Individual Schools, and School Cluster**

**Table 3: Response of Parents of North Area
Elementary Children to Educational
Alternatives by First Choice of
Alternative Program and Grade Level**

Table 2

Response of Parents of North Area Elementary Children to Educational Alternatives by Total North Area, Individual Schools, and School Clusters

Item	Response	TOTAL NORTH AREA N1243	BETHUNE N57	HALL N27	WEBSTER N59	HOLLAND N52	PUTNAM N90	CLUSTER TOTAL N285
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	3%	2%	4%	2%	0%	4%	3%
	2. School should make final decisions after advice from parents.	29	22	37	29	27	32	29
	3. School and parents should share the responsibility for making such decisions.	65	73	59	63	67	61	65
	4. Parents should make final decisions after advice from school.	3	4	0	7	6	2	4
2. Should students of your child's age help make and enforce the school rules?	1. School rules should be made and enforced without advice from students.	26	35	22	11	14	18	20
	2. School rules should be made and enforced after advice from students.	26	31	44	33	29	25	31
	3. Students should share the responsibility for making and enforcing the school rules.	48	33	33	55	55	56	49
	4. Students should make and enforce the rules.	*	2	0	2	2	0	1
3. Should parents, have a say re-grading what courses of study (or subjects) are offered at their child's school?	1. School should decide with no advice from parents.	6	13	11	5	2	4	7
	2. School should make final decision after advice from parents.	29	20	37	25	22	27	25
	3. School and parents should share the responsibility for the decision.	61	64	52	64	74	60	63
	4. Parents should make final decision after advice from school.	4	4	0	5	2	9	5
4. Should students of your child's age have a say regarding what courses of study (or subjects) are offered at their school?	1. School should decide with no advice from students.	28	31	33	11	12	28	23
	2. School should make final decision after advice from students.	36	33	52	38	36	34	37
	3. School and students should share the responsibility for the decision.	33	33	15	41	50	33	36
	4. Students should make final decision after advice from school.	2	2	0	11	2	4	4
5. How should serious problems that your child might have at school be handled?	1. School handles as it sees fit without child or parent involvement.	1	2	0	2	0	2	1
	2. School handles problem after talking with parents.	19	16	16	24	6	9	14
	3. School, parents, and child work out a solution together.	79	80	84	70	94	88	84
	4. School and child work it out without parent involvement.	1	2	0	4	0	0	1
Maximum number of parents who responded to any of the items.		N1229	N56	N27	N57	N52	N90	N279
Minimum number of parents who responded to any of the items		N1109	N45	N22	N52	N45	N78	N242

29

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

WILLARD N73	BREMER N71	CLEVELAND N35	CLUSTER TOTAL N179	LOWELL N63	HAWTHORNE N71	CLUSTER TOTAL N134	LINCOLN N74	PENN N36	MCKINLEY N59	LORING N32	CLUSTER TOTAL N201	HAMILTON N54	LIND N64	LOWRY N69	PILLSBURY N71	SHINGLE CREEK N73	WAITE PARK N113
4%	0%	0%	2%	0%	3%	2%	1%	0%	7%	0%	3%	7%	0%	3%	1%	5%	8%
23	34	23	27	25	31	29	34	33	20	37	30	30	18	28	33	27	32
73	66	71	70	73	63	68	62	64	73	63	66	56	75	61	59	66	59
0	0	6	1	2	3	2	3	3	0	0	2	7	7	9	6	1	1
21	23	35	25	17	23	20	27	21	41	32	31	43	24	27	28	25	33
25	26	21	25	17	9	13	27	24	19	32	25	25	23	35	25	25	29
54	51	44	51	65	66	65	46	55	41	35	44	32	53	38	48	51	38
0	0	0	0	0	3	2	0	0	0	0	0	0	0	0	0	0	0
3	7	6	5	0	3	2	6	0	3	0	3	6	10	3	3	7	14
24	30	26	26	27	22	24	35	46	29	48	37	28	30	28	41	24	30
69	58	66	64	70	70	70	58	51	66	48	58	63	55	62	51	68	53
4	4	3	4	3	6	5	1	3	2	3	2	4	5	7	6	1	4
19	10	38	19	15	26	21	23	43	37	26	31	43	32	32	35	35	39
36	43	32	38	43	28	35	29	31	28	48	32	37	34	41	48	30	34
43	42	29	40	43	41	42	42	26	33	26	34	19	32	25	15	35	26
3	4	0	3	0	4	2	5	0	2	0	3	2	2	1	1	0	1
3	0	3	2	2	0	1	1	0	0	0	1	2	2	0	0	0	6
11	23	6	15	16	11	14	19	18	20	17	19	33	13	19	25	25	30
86	77	91	84	81	87	84	78	82	78	83	80	65	84	81	75	75	63
0	0	0	0	2	1	2	1	0	2	0	1	0	2	0	0	0	0
N72	N71	N35	N178	N63	N71	N134	N74	N36	N59	N32	N201	N54	N64	N69	N71	N73	111
N62	N61	N28	N151	N57	N58	N115	N67	N30	N54	N28	N183	N49	N57	N64	N61	N66	105

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

Item	Response	TOTAL NORTH AREA	BETHUNE	HALL	WEBSTER	HOLLAND	PUTNAM	CLUSTER TOTAL
6. Which educational program (or course of studies) would you like to have for your child?	1. A required course of studies taken by all students.	13%	18%	8%	12%	10%	13%	13%
	2. Some required courses plus courses developed to meet the specific needs or interests of my child.	84	82	92	81	82	83	83
	3. No required courses; all courses are developed to meet the specific needs or interest of my child.	3	0	0	7	8	5	4
7. How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?	1. Provide specific reading and math courses.	42	36	27	40	33	42	37
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	52	53	73	47	63	50	55
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	5	8	0	9	2	6	5
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	1	4	0	4	2	2	3
8. Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?	1. No, my child's studies should not include work on feelings and attitudes.	3	2	0	2	0	0	1
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	14	15	15	18	10	7	12
	3. Yes; my child's studies should include some work on feelings and attitudes.	65	70	65	54	58	71	64
	4. Yes; my child's studies should include a lot of work on feelings and attitudes.	19	13	19	26	33	22	23
9. Which type of school would you prefer for your child?	1. A school where competition is emphasized.	3	2	4	0	0	0	1
	2. A school where competition and cooperation are equally emphasized.	72	81	93	73	65	72	75
	3. A school where cooperation is emphasized.	25	17	4	27	35	28	24
10. How would you like your child to learn in schools?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	7	5	8	14	6	4	7
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	92	93	92	82	94	96	92
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	1	2	0	4	0	0	1

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

WILLARD	BREMER	CLEVELAND	CLUSTER TOTAL	LOWELL	HAWTHORNE	CLUSTER TOTAL	LINCOLN	PENN	McKINLEY	LORING	CLUSTER TOTAL	HAMILTON	LIND	LOWRY	PILLSBURY	SHINGLE CREEK	WAITE PARK
6%	3%	9%	5%	3%	6%	5%	8%	8%	10%	9%	9%	24%	14%	7%	15%	16%	33%
90	96	91	93	90	93	92	89	92	85	91	89	74	81	93	85	79	64
4	1	0	2	6	1	4	3	0	5	0	2	2	5	0	0	4	3
26	42	29	33	28	40	34	40	34	40	39	39	55	44	46	53	39	63
70	54	62	62	63	49	55	53	57	55	61	56	45	51	46	43	51	35
5	4	9	5	8	9	9	7	9	5	0	6	0	5	7	3	7	3
0	0	0	0	0	3	2	0	0	0	0	0	0	0	0	1	4	0
1	0	0	1	0	1	4	4	0	2	3	3	9	8	0	3	1	8
8	17	12	13	8	13	11	11	26	14	13	15	15	6	16	14	19	21
74	70	76	73	74	73	73	59	44	66	78	62	59	71	60	61	49	62
17	13	12	14	18	13	15	26	29	16	6	21	17	15	24	23	31	8
1	1	0	1	0	1	1	1	3	2	0	2	6	5	3	3	1	12
71	80	70	75	72	1	72	70	74	69	71	71	83	73	68	65	63	70
28	16	30	24	28	27	27	28	23	29	29	28	11	22	29	32	36	18
0	4	0	2	3	1	2	1	0	3	3	2	19	14	9	7	11	22
100	94	97	97	94	99	96	97	97	97	97	97	81	86	90	93	86	78
0	1	3	1	3	0	1	1	3	0	0	1	0	0	1	0	1	0

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

Item	Response	TOTAL NORTH AREA	BETHUNE	HALL	WEBSTER	HOLLAND	PUTNAM	CLUSTER TOTAL
11. In what way would you like your child to work with other students in school?	1. By doing the work alone and not by working with other students.	2%	0%	0%	0%	4%	0%	1%
	2. By doing the work alone much of the time, but several projects where students work together in a group.	59	55	59	50	39	56	52
	3. About half the time doing the work alone and half the time working with a group of students.	27	29	22	34	39	33	32
	4. Most of the time working with one or more other students; helping each other, group projects.	12	16	19	16	18	12	15
12. What learning situation would you prefer for your child for most of the school day?	1. Students may not move around or talk without permission.	32	26	7	35	18	30	26
	2. Students may move around or talk as they work as long as they remain orderly and quiet.	54	50	85	54	41	57	55
	3. Students may move around and talk freely as long as they remain orderly and quiet.	14	22	7	9	41	12	18
	4. Students are free to move around and talk as they wish.	*	2	0	2	0	0	1
13. How would you like your child to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	42	47	30	33	32	30	35
	2. Several projects or activities in the community, but most of time in school.	55	53	70	60	68	65	63
	3. Community could be used extensively, very little time may be spent in the school building.	3	0	0	7	0	4	3
14. How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?	1. All students at the same age (or grade) level.	35	38	35	41	29	33	35
	2. Students within one or two years younger or older than my child.	41	40	42	45	41	40	41
	3. Students within an elementary age range (5-11 years old).	20	17	15	9	20	22	17
	4. All ages from 5-18 years.	4	4	8	5	10	6	6
15. Which attendance policy would you prefer at your child's school?	1. Attendance required and strictly enforced by school.	41	35	30	37	40	39	37
	2. Attendance required and school encourages regular attendance.	55	55	67	53	60	57	57
	3. Regular attendance in the school building is not required as long as student is learning.	3	9	4	5	0	2	4
	4. Attendance is left up to the student and/or parents; school does not take attendance.	1	2	0	5	0	2	2

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

WILLARD	BREMER	CLEVELAND	CLUSTER TOTAL	LOWELL	HAWTHORNE	CLUSTER TOTAL	LINCOLN	PENN	McKINLEY	LORING	CLUSTER TOTAL	HAMILTON	LIND	LOWRY	PILLSBURY	SHINGLE CREEK	WAITE PARK
1%	3%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	6%	3%	1%	0%	0%	10%
47	62	37	51	56	59	58	64	66	51	60	60	74	67	61	67	58	70
38	28	46	35	31	23	27	21	26	34	33	27	17	21	30	25	24	14
14	7	17	12	13	18	16	15	9	15	7	13	4	8	7	9	18	5
20	39	26	29	27	30	29	30	31	34	29	31	57	37	36	30	25	46
58	52	51	54	61	54	57	54	58	47	45	52	39	53	54	59	63	49
20	9	23	16	11	17	14	16	11	19	26	18	4	10	10	11	12	5
1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	44	59	38	44	42	43	34	29	36	48	36	63	35	45	51	47	59
72	56	41	60	49	54	52	64	68	64	52	63	37	63	52	46	49	40
6	0	0	2	7	4	5	3	3	0	0	2	0	2	3	3	4	1
30	34	32	32	33	30	31	36	20	36	32	32	54	35	21	29	45	51
49	50	44	51	37	44	40	44	51	44	39	44	28	37	50	44	24	28
17	8	21	14	20	21	21	18	26	20	29	22	19	29	26	20	28	20
4	3	3	3	10	6	8	3	3	0	0	2	0	0	3	7	3	1
26	46	43	37	24	39	32	49	20	34	27	36	56	44	48	48	43	61
63	50	51	58	76	54	65	46	71	64	70	60	44	56	46	45	54	38
4	4	6	4	0	6	3	5	9	2	3	5	0	0	1	4	3	1
0	1	0	1	0	1	1	0	0	0	0	0	0	0	4	3	0	0

34

Table 2 (continued)
Response by Total North Area, Schools, Clusters

Item	Response	TOTAL NORTH AREA	BETHUNE	HALL	WEBSTER	HOLLAND	PUTNAM	CLUSTER TOTAL
16. Which of the following best describes how you would like your child taught?	1. Mainly one teacher works with or is available to my child.	20%	11%	38%	14%	8%	9%	13%
	2. Several teachers work with or are available to my child in different subject areas.	57	67	42	61	61	62	61
	3. A team of teachers works with or is available to my child; regular communication among teachers about students.	23	22	19	25	31	29	26
17. Who should teach your child in school?	1. Teachers should do all of the teaching.	32	34	23	36	22	24	28
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	48	43	58	36	44	61	49
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	20	23	19	27	34	14	23
18. Who should decide what subjects or interest areas your child actually studies in school?	1. School (teacher) should make final decision.	18	24	19	19	15	16	18
	2. School (teacher) should decide some, parents and/or student should decide some.	78	74	81	75	85	80	79
	3. Parents and/or student should decide.	4	2	0	5	0	3	3
19. Which of the following school settings would you like for your child?	1. Teacher instructs or directs the learning all of the time.	48	33	26	50	40	47	41
	2. Teacher directs the learning some of the day; student directs his/her own learning some of the day.	50	62	74	45	58	53	56
	3. Student directs his/her own learning; teacher is available.	2	5	0	5	2	0	3
20. Once your child's course of studies has been decided, what should the school do to help your child complete the work?	1. A teacher should work closely with my child every day.	43	43	42	27	48	35	38
	2. A teacher should check with my child every few days and give assistance when teacher feels it is needed.	46	43	54	49	44	51	48
	3. A teacher should check with my child every few days and give assistance only if my child wants it.	4	6	0	11	2	6	5
	4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.	8	9	4	13	6	8	8

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

WILLARD	BREMER	CLEVELAND	CLUSTER TOTAL	LOWELL	HAWTHORNE	CLUSTER TOTAL	LINCOLN	PENN	McKINLEY	LORING	CLUSTER TOTAL	HAMILTON	LIND	LOWRY	PILLSBURY	SHINGLE CREEK	WHITE PARK
17%	9%	32%	17%	24%	14%	19%	10%	19%	19%	13%	15%	38%	20%	21%	23%	17%	48%
56	70	53	61	57	59	58	66	47	54	69	60	49	55	59	57	56	42
27	21	15	22	19	27	23	25	33	27	19	26	13	25	21	20	27	10
31	30	25	29	26	17	21	32	23	32	31	31	49	35	37	26	33	47
46	54	50	50	48	60	55	51	60	44	47	50	43	48	40	58	38	41
24	16	25	21	26	23	24	16	17	24	22	20	8	17	24	16	29	12
15	7	21	13	10	12	11	11	8	23	16	15	26	18	15	20	26	33
82	89	76	84	85	83	84	84	86	77	78	81	72	74	78	70	73	65
3	4	3	3	5	6	5	5	6	0	6	4	2	8	7	10	1	2
32	48	45	41	46	53	50	45	37	42	43	42	76	52	41	56	44	66
65	49	55	57	49	47	48	49	63	56	57	55	24	46	59	43	50	34
3	3	0	2	5	0	2	6	0	2	0	3	0	2	0	1	6	0
33	42	37	38	35	40	38	44	56	44	50	47	59	45	40	50	28	59
50	48	51	49	50	49	50	42	35	49	47	44	31	45	50	40	50	38
2	6	3	3	10	3	6	4	3	2	3	3	2	3	1	3	6	3
15	4	9	9	5	7	6	10	6	5	0	6	7	6	9	7	17	1

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

Item	Response	TOTAL NORTH AREA	BETHUNE	HALL	WEBSTER	HOLLAND	PUTNAM	CLUSTER TOTAL
21. Within a subject area or classroom, should different materials and ways to learn be available to the students?	1. Most of the time students should use the same materials and be taught in the same way.	9%	7%	4%	7%	8%	6%	7%
	2. Sometimes students should use the same materials and be taught in the same way; sometimes a variety of materials and ways to learn should be available.	60	62	73	68	45	64	62
	3. Most of the time a variety of materials and ways to learn should be available.	31	31	4	25	47	30	32
22. How would you like your child's school time to be used?	1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.	51	53	56	55	53	50	53
	2. Part of school day is divided into time periods; part of school day is not divided into time periods, child may work on a subject for any length of time.	47	40	44	43	47	50	46
	3. School day is not divided into time periods; child may work on a subject for any length of time.	2	7	0	2	0	0	2
23. Within a particular subject area or classroom, how would you like your child to progress through the school work?	1. My child should progress through the subject at the same speed as other students.	2	7	0	4	0	0	2
	2. My child should progress through the subject at the same speed as other students, but extra work or help should be given if he/she progresses faster or slower than others.	75	69	69	73	73	71	71
	3. My child should progress through the subject at his/her own speed.	24	24	31	23	27	29	27
24. How would you like to have your child evaluated?	1. Would like to know how well my child is doing compared with other students of the same age.	5	2	7	9	0	8	5
	2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.	77	87	78	65	76	78	77
	3. Would like to know how my child is doing and how much he/she has progressed, but not how my child is doing compared with other students of the same age.	19	11	15	25	24	15	18

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

WILLARD	BREMER	CLEVELAND	CLUSTER TOTAL	LOWELL	HAWTHORNE	CLUSTER TOTAL	LINCOLN	PENN	McKINLEY	LORING	CLUSTER TOTAL	HAMILTON	LIND	LOWRY	PILLSBURY	SHINGLE CREEK	WAITE PARK
4%	10%	3%	6%	3%	7%	5%	6%	3%	5%	6%	5%	19%	9%	10%	10%	10%	24%
51	68	83	64	63	56	60	56	58	58	56	57	65	66	52	60	52	57
44	23	14	30	33	37	35	39	39	37	38	38	17	25	38	30	38	19
29	54	51	43	42	47	45	56	57	53	45	54	76	52	40	54	57	53
69	46	49	56	57	49	52	40	40	44	52	43	24	46	59	45	39	45
1	0	0	1	2	4	3	4	3	3	3	4	0	2	1	1	4	2
1	1	3	2	0	1	1	0	0	0	0	0	4	0	1	4	0	5
61	76	75	69	82	69	75	78	76	78	68	76	78	79	71	75	75	86
38	23	22	29	18	30	24	22	24	22	32	24	19	21	28	21	24	10
4	3	0	3	0	4	2	4	6	3	0	4	9	6	3	0	4	11
74	73	91	77	76	79	78	68	78	73	87	74	76	72	77	87	72	79
22	24	9	20	24	17	20	28	17	24	13	23	15	22	20	13	24	10

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

Item	Response	TOTAL NORTH AREA	BETHUNE	HALL	WEBSTER	HOLLAND	PUTNAM	CLUSTER TOTAL
25. Who should evaluate your child's progress in school?	1. The school should evaluate, with no involvement of child or parents.	18%	11%	4%	18%	20%	22%	17%
	2. The school and child should evaluate his/her progress together.	15	17	7	12	6	13	12
	3. The school and parent should evaluate the child's progress together.	20	22	44	12	20	17	20
	4. The school, child, and parent should evaluate his/her progress together.	48	50	44	56	53	49	51
	5. My child should evaluate his/her progress.	*	0	0	2	0	0	0
26. Are you satisfied with how well school is meeting your child's achievement and intellectual needs?	1. Very satisfied	19	23	28	12	20	24	21
	2. Satisfied	66	59	64	70	66	62	64
	3. Dissatisfied	13	16	8	16	14	13	14
	4. Very dissatisfied	2	2	0	2	0	1	1
27. Are you satisfied with how well school is meeting your child's emotional needs?	1. Very satisfied	18	22	26	14	6	21	17
	2. Satisfied	69	64	65	66	80	66	68
	3. Dissatisfied	12	11	9	18	14	11	13
	4. Very dissatisfied	2	4	0	2	0	2	2
28. Providing a choice of alternative educational programs within the North Area is important to me.	1. Strongly Agree	22	33	28	25	41	21	28
	2. Agree	52	58	68	53	45	41	50
	3. Disagree	18	10	4	23	6	23	16
	4. Strongly Disagree	9	0	0	0	8	15	6
29. For alternative educational programs in the North Area, how far would you be willing to have your child transported to have the program of your choice? (check one only)	1. To any school in the North Area.	29	38	42	44	35	8	31
	2. No further than a school whose attendance area is next to my child's present school.	44	38	50	41	49	62	49
	3. I would choose the nearest available school regardless of the program offered.	27	23	8	15	16	30	21

Table 2 (continued)
Response by Total, North Area, Schools, and Clusters

WILLARD	BREMER	CLEVELAND	CLUSTER TOTAL	LOWELL	HAWTHORNE	CLUSTER TOTAL	LINCOLN	PENN	McKINLEY	LORING	CLUSTER TOTAL	HAMILTON	LIND	LOWRY	PILLSBURY	SHINGLE CREEK	WAITE PARK
14	14	22	16	8	20	14	19	25	21	16	20	25	19	13	22	13	27
16	20	22	19	11	10	11	14	19	10	19	15	12	10	22	22	14	16
12	9	16	11	27	24	26	13	19	26	22	19	31	10	24	21	20	20
58	57	41	54	53	46	49	54	36	43	44	46	33	61	41	35	54	38
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	11	21	17	17	11	14	11	14	17	16	14	31	11	6	26	29	30
66	70	74	69	62	71	67	71	74	63	81	71	57	63	69	65	59	62
10	17	6	12	14	16	15	14	6	20	3	13	7	18	24	9	10	7
3	3	0	2	7	1	4	4	6	0	0	3	4	8	1	0	3	1
21	7	23	16	16	11	13	13	9	18	10	13	20	11	6	28	29	29
66	75	66	70	65	70	68	70	79	65	87	73	63	67	81	66	63	64
12	16	11	13	18	17	17	13	12	18	3	13	11	13	13	3	5	7
1	1	0	1	2	1	2	4	0	0	0	2	6	8	0	3	3	1
33	24	11	25	21	27	24	27	23	22	18	23	22	18	17	11	23	7
55	64	79	63	69	64	66	51	49	58	64	53	37	42	51	44	52	38
11	10	11	11	10	9	9	17	17	15	14	19	22	23	25	21	18	28
2	1	0	1	0	0	0	6	0	5	4	4	18	18	8	23	8	27
45	31	40	38	41	39	40	48	33	29	35	38	15	15	15	21	21	10
35	41	33	37	43	44	43	31	41	41	38	37	41	36	49	47	38	57
20	28	27	25	16	17	17	21	26	29	27	25	44	49	36	32	41	33

Table 2 (continued)
Response by Total North Area, Schools, and Clusters

To assist the North Area staff in planning for the years ahead please indicate which program you would prefer for your child by putting a 1 by your first choice, a 2 by your second choice and a 3 by your third choice.	CHOICE	TOTAL NORTH AREA						CLUSTER TOTAL
			BETHUNE	HALL	WEBSTER	HOLLAND	PUTNAM	
30. <u>Contemporary</u> : Children in each class are about the same age. Individual teachers feel responsible for the progress of children assigned to their room. Although teachers usually plan and share with other teachers at their grade level, they feel individually responsible for carrying out the curriculum as developed by citywide or area consultants and committees. Children spend most of the time in their home rooms. They also share school spaces like the gymnasium, library or music room. Children proceed at their own rate in large or small groups through basic materials and tasks. Children with learning problems are cared for in a variety of ways to meet their needs. Teachers check assignments and evaluate children on their progress.	1st	55%	37%	48%	44%	34%	48%	43%
	2nd	31	36	33	34	33	35	34
	3rd	16	23	14	22	40	16	23
31. <u>Continuous Progress</u> : Children may be in groups with older and younger children, (usually a three year span) and groups change according to needs and interest. Teachers plan as teams, but take on different jobs which they usually do alone. The learning program is coordinated by several teachers. Children move between classrooms, especially for skill groups and sometimes for interest groups. Children spend part of the day in scheduled activities and some of the day in changing interest groups. Children proceed at their own rate in large or small groups through similar content using varied materials. Teacher set goals are evaluated by the teacher. Goals set by the children are evaluated by the children and the teacher.	1st	38	44	44	43	43	46	44
	2nd	56	44	43	48	53	51	49
	3rd	6	14	14	8	3	4	7
32. <u>Open</u> : Children are with older and younger children for most of their activities. Students have relative freedom to select what they want to study. Basic skills of reading, mathematics, and communication are emphasized and are taught in a variety of ways. Children plan their schedule with teachers and parents assisting. Time limits are not rigid. Learning experiences grow out of children's interests. Students have the opportunity to be in various groups various places and with different adults during a school day or week. Students and adults cooperatively plan direction and evaluate progress.	1st	8	19	8	13	23	6	13
	2nd	14	20	24	18	15	14	17
	3rd	79	63	71	70	58	80	70

Table 2 (continued)
Response by Table North Area, Schools, and Clusters

WILLARD	BREMER	CLEVELAND	CLUSTER TOTAL	LOWELL	HAWTHORNE	CLUSTER TOTAL	LINCOLN	PENN	MCKINLEY	LORING	CLUSTER TOTAL	HAMILTON	LIND	LOWRY	PILLSBURY	SHINGLE CREEK	WAITE PARK
35%	41%	57%	42%	49%	41%	45%	48%	60%	61%	61%	56%	87%	60%	51%	67%	70%	81%
34	45	27	37	34	40	37	32	23	31	25	29	11	42	39	28	22	13
29	16	17	22	20	19	20	22	13	11	15	16	3	2	14	4	10	7
49	55	37	49	43	38	46	42	37	33	35	38	13	38	43	33	20	18
45	43	50	45	46	46	46	48	63	53	64	55	87	48	46	66	74	80
8	2	13	7	10	6	8	7	3	9	0	6	0	8	5	2	3	2
15	5	6	9	8	11	9	10	3	5	3	6	0	2	6	0	10	2
21	13	23	18	20	13	17	20	13	16	11	16	3	10	14	6	3	7
62	82	70	72	70	75	73	72	83	80	85	78	97	90	80	94	86	91

Table 3

Response of Parents of North Area Elementary Children to Education Alternatives by First Choice of Alternative Program and Grade Level

Item	Response	OPEN N90	CONTINUOUS PROGRESS N447	TEMPORARY N649	K N218	1 N180	2 N167	3 N155	4 N171	5 N181	6 N170	K-3 N720	4-6 N522
1. Should parents have a say in deciding the way school is run?	<p>1. School should make all such decisions with no advice from parents.</p> <p>2. School should make final decisions after advice from parents.</p> <p>3. School and parents should share the responsibility for making such decisions.</p> <p>4. Parents should make final decisions after advice from school.</p>	0% 13 81 6	2% 24 72 2	4% 34 59 3	2% 26 67 5	4% 22 70 3	3% 28 67 1	5% 30 61 4	1% 33 62 3	1% 30 66 2	5% 31 61 2	4% 27 66 4	2% 32 63 3
2. Should students of your child's age help make and enforce the school rules?	<p>1. School rules should be made and enforced without advice from students.</p> <p>2. School rules should be made and enforced after advice from students.</p> <p>3. Students should share the responsibility for making and enforcing the school rules.</p> <p>4. Students should make and enforce the rules.</p>	13 20 65 2	11 29 59 0	38 24 38 0	33 26 41 0	34 19 46 0	24 29 46 1	26 18 55 1	22 29 49 1	19 30 51 0	20 27 52 1	30 23 46 0	21 29 50 0
3. Should parents have a say regarding what courses of study (or subjects) are offered at their child's school?	<p>1. School should decide with no advice from parents.</p> <p>2. School should make final decision after advice from parents.</p> <p>3. School and parents should share the responsibility for the decision.</p> <p>4. Parents should make final decision after advice from school.</p>	0 17 70 13	3 23 71 4	8 36 54 3	4 30 60 6	6 25 63 5	6 26 65 3	6 26 63 5	6 34 57 3	6 28 64 2	6 33 58 3	5 27 63 5	6 32 59 3
4. Should students of your child's age have a say regarding what courses of study (or subjects) are offered at their school?	<p>1. School should decide with no advice from students.</p> <p>2. School should make final decision after advice from students.</p> <p>3. School and students should share the responsibility for the decision.</p> <p>4. Students should make final decision after advice from school.</p>	9 19 64 8	15 42 42 2	40 36 22 2	39 29 32 0	36 32 30 2	27 39 32 2	28 30 40 2	25 43 31 2	21 46 30 2	17 37 40 7	33 32 33 2	21 42 34 4

Table 3 (continued) Response by First Choice of Program and Grade Level

Item	Response	OPEN	CONTINUOUS PROGRESS	TEMPORARY	K	1	2	3	4	5	6	K-3	4-6
5. How should serious problems that your child might have at school be handled?	<p>1. School handles as it sees fit without child or parent involvement.</p> <p>2. School handles problem after talking with parents.</p> <p>3. School, parents, and child work out a solution together.</p> <p>4. School and child work it out without parent involvement.</p>	<p>0%</p> <p>7</p> <p>92</p> <p>1</p>	<p>1%</p> <p>8</p> <p>90</p> <p>1</p>	<p>2%</p> <p>27</p> <p>71</p> <p>0</p>	<p>0%</p> <p>16</p> <p>83</p> <p>0</p>	<p>2%</p> <p>20</p> <p>76</p> <p>1</p>	<p>2%</p> <p>15</p> <p>83</p> <p>0</p>	<p>0%</p> <p>17</p> <p>82</p> <p>1</p>	<p>1%</p> <p>21</p> <p>79</p> <p>0</p>	<p>2%</p> <p>21</p> <p>76</p> <p>1</p>	<p>3%</p> <p>19</p> <p>76</p> <p>2</p>	<p>1%</p> <p>17</p> <p>81</p> <p>1</p>	<p>2%</p> <p>20</p> <p>77</p> <p>1</p>
6. Which educational program (or course of studies) would you like to have for your child?	<p>1. A required course of studies taken by all students.</p> <p>2. Some required courses plus courses developed to meet the specific needs or interests of my child.</p> <p>3. No required courses; all courses are developed to meet the specific needs or interest of my child.</p>	<p>2</p> <p>82</p> <p>16</p>	<p>3</p> <p>95</p> <p>2</p>	<p>20</p> <p>78</p> <p>2</p>	<p>10</p> <p>86</p> <p>4</p>	<p>17</p> <p>81</p> <p>2</p>	<p>12</p> <p>85</p> <p>3</p>	<p>14</p> <p>83</p> <p>3</p>	<p>13</p> <p>84</p> <p>2</p>	<p>13</p> <p>86</p> <p>2</p>	<p>9</p> <p>86</p> <p>5</p>	<p>13</p> <p>84</p> <p>3</p>	<p>12</p> <p>85</p> <p>3</p>
7. How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?	<p>1. Provide specific reading and math courses.</p> <p>2. Provide specific courses and planned reading and math activities in other school activities and courses.</p> <p>3. No specific courses, but reading and math activities and projects planned in other school activities and courses.</p> <p>4. Students' interests will lead them to develop reading and math skills without specific courses and activities.</p>	<p>20</p> <p>58</p> <p>19</p> <p>2</p>	<p>27</p> <p>67</p> <p>5</p> <p>0</p>	<p>54</p> <p>43</p> <p>3</p> <p>1</p>	<p>38</p> <p>58</p> <p>3</p> <p>1</p>	<p>45</p> <p>47</p> <p>7</p> <p>0</p>	<p>38</p> <p>57</p> <p>5</p> <p>0</p>	<p>41</p> <p>51</p> <p>7</p> <p>2</p>	<p>42</p> <p>51</p> <p>6</p> <p>1</p>	<p>46</p> <p>50</p> <p>3</p> <p>1</p>	<p>43</p> <p>49</p> <p>6</p> <p>2</p>	<p>40</p> <p>54</p> <p>5</p> <p>1</p>	<p>43</p> <p>50</p> <p>5</p> <p>2</p>
8. Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?	<p>1. No, my child's studies should not include work on feelings and attitudes.</p> <p>2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.</p> <p>3. Yes, my child's studies should include some work on feelings and attitudes.</p> <p>4. Yes; my child's studies should include a lot of work on feelings and attitudes.</p>	<p>1</p> <p>5</p> <p>57</p> <p>38</p>	<p>0</p> <p>6</p> <p>71</p> <p>23</p>	<p>4</p> <p>20</p> <p>62</p> <p>14</p>	<p>1</p> <p>11</p> <p>66</p> <p>22</p>	<p>4</p> <p>11</p> <p>67</p> <p>17</p>	<p>4</p> <p>14</p> <p>66</p> <p>17</p>	<p>2</p> <p>17</p> <p>63</p> <p>18</p>	<p>3</p> <p>12</p> <p>66</p> <p>18</p>	<p>3</p> <p>16</p> <p>63</p> <p>19</p>	<p>1</p> <p>16</p> <p>62</p> <p>22</p>	<p>3</p> <p>13</p> <p>65</p> <p>19</p>	<p>2</p> <p>15</p> <p>64</p> <p>19</p>

Table 3 (continued) Response by First Choice of Program and Grade Level

Item	Response	OPEN	CONTINUOUS PROGRESS	CONTEMPORARY	K	1	2	3	4	5	6	K-3	4-6
9. Which type of school would you prefer for your child?	<p>1. A school where competition is emphasized.</p> <p>2. A school where competition and cooperation are equally emphasized.</p> <p>3. A school where cooperation is emphasized.</p>	<p>14</p> <p>51</p> <p>48</p>	<p>14</p> <p>73</p> <p>26</p>	<p>44</p> <p>74</p> <p>22</p>	<p>24</p> <p>69</p> <p>29</p>	<p>44</p> <p>66</p> <p>30</p>	<p>24</p> <p>76</p> <p>22</p>	<p>54</p> <p>71</p> <p>24</p>	<p>14</p> <p>74</p> <p>25</p>	<p>34</p> <p>77</p> <p>20</p>	<p>24</p> <p>71</p> <p>27</p>	<p>34</p> <p>71</p> <p>26</p>	<p>24</p> <p>74</p> <p>24</p>
10. How would you like your child to learn in school.	<p>1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.</p> <p>2. By reading, doing workbooks, and listening plus learning by working with objects, by playing or by living and doing things themselves.</p> <p>3. Mainly by working with objects, by playing, or by living and doing things themselves.</p>	<p>0</p> <p>97</p> <p>3</p>	<p>1</p> <p>98</p> <p>0</p>	<p>11</p> <p>88</p> <p>1</p>	<p>6</p> <p>93</p> <p>0</p>	<p>10</p> <p>90</p> <p>0</p>	<p>7</p> <p>92</p> <p>1</p>	<p>8</p> <p>90</p> <p>1</p>	<p>6</p> <p>93</p> <p>1</p>	<p>7</p> <p>92</p> <p>1</p>	<p>9</p> <p>59</p> <p>2</p>	<p>7</p> <p>92</p> <p>1</p>	<p>7</p> <p>92</p> <p>1</p>
11. In what way would you like your child to work with other students in school?	<p>1. By doing the work alone and not by working with other students.</p> <p>2. By doing the work alone much of the time, but several projects where students work together in a group.</p> <p>3. About half the time doing the work alone and half the time working with a group of students.</p> <p>4. Most of the time working with one or more other students; helping each other, group projects.</p>	<p>0</p> <p>26</p> <p>41</p> <p>33</p>	<p>0</p> <p>48</p> <p>40</p> <p>13</p>	<p>3</p> <p>71</p> <p>18</p> <p>8</p>	<p>1</p> <p>51</p> <p>36</p> <p>11</p>	<p>4</p> <p>55</p> <p>28</p> <p>14</p>	<p>1</p> <p>58</p> <p>33</p> <p>8</p>	<p>2</p> <p>54</p> <p>25</p> <p>19</p>	<p>2</p> <p>64</p> <p>24</p> <p>10</p>	<p>2</p> <p>68</p> <p>23</p> <p>7</p>	<p>0</p> <p>63</p> <p>20</p> <p>17</p>	<p>2</p> <p>54</p> <p>31</p> <p>13</p>	<p>1</p> <p>65</p> <p>23</p> <p>11</p>
12. What learning situation would you prefer for your child for most of the school day?	<p>1. Students may not move around or talk without permission.</p> <p>2. Students may move around or talk as they work as long as they remain orderly and quiet.</p> <p>3. Students may move around and talk freely as long as they remain orderly and quiet.</p> <p>4. Students are free to move around and talk as they wish.</p>	<p>15</p> <p>52</p> <p>33</p> <p>1</p>	<p>16</p> <p>64</p> <p>19</p> <p>0</p>	<p>44</p> <p>48</p> <p>8</p> <p>0</p>	<p>20</p> <p>64</p> <p>16</p> <p>0</p>	<p>36</p> <p>49</p> <p>15</p> <p>0</p>	<p>36</p> <p>45</p> <p>18</p> <p>1</p>	<p>33</p> <p>51</p> <p>15</p> <p>0</p>	<p>31</p> <p>53</p> <p>16</p> <p>0</p>	<p>32</p> <p>60</p> <p>8</p> <p>0</p>	<p>39</p> <p>51</p> <p>10</p> <p>1</p>	<p>31</p> <p>53</p> <p>16</p> <p>0</p>	<p>34</p> <p>55</p> <p>11</p> <p>0</p>

Table 3 (continued) Response by First Choice of Program and Grade Level

Item	Response	OPEN	CONTINUOUS PROGRESS	TEMPORARY	K	1	2	3	4	5	6	K-3	4-6
13. How would you like your child to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school. 2. Several projects or activities in the community, but most of the time in school. 3. Community could be used extensively, very little time may be spent in the school building.	21% 67 11	30% 66 4	53% 46 0	43% 53 4	43% 53 4	39% 59 2	46% 53 1	39% 60 1	45% 55 1	39% 56 5	43% 54 3	41% 57 2
14. How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?	1. All students at the same age (or grade) level. 2. Students within one or two years younger or older than my child. 3. Students within an elementary age range (5-11 years old). 4. All ages from 5-18 years.	9 38 35 18	17 56 22 5	51 31 18 1	30 46 20 4	38 39 19 4	32 35 29 4	40 33 23 4	37 37 23 3	40 43 14 2	34 49 13 4	34 39 22 4	37 43 17 3
15. Which attendance policy would you prefer at your child's school?	1. Attendance required and strictly enforced by school. 2. Attendance required and school encourages regular attendance. 3. Regular attendance in the school building is not required as long as student is learning. 4. Attendance is left up to the student and/or parents; school does not take attendance.	12 76 8 4	31 63 5 2	52 47 1 0	34 63 2 1	38 57 5 1	34 60 5 1	40 55 3 2	43 53 3 1	53 45 2 0	49 48 1 2	36 59 4 1	48 49 2 1
16. Which of the following best describes how you would like your child taught?	1. Mainly one teacher works with or is available to my child. 2. Several teachers work with or are available to my child in different subject areas. 3. A team of teachers works with or is available to my child; regular communication among teachers about students.	6 51 44	5 59 36	33 56 11	25 47 28	23 54 23	23 57 20	23 57 21	17 62 22	18 61 21	13 65 23	23 53 23	16 62 22

Table 3 (continued) Response by First Choice of Program and Grade Level

Item	Response	OPEN	CONTINUOUS PROGRESS	TEMPORARY	K	1	2	3	4	5	6	K-3	4-6
17. Who should teach your child in school?	1. Teachers should do all of the teaching. 2. Teachers should do most of the teaching, but some parents and community members should be involved. 3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	16% 37 47	15% 55 31	44% 46 10	25% 52 24	32% 48 19	30% 47 23	35% 46 19	30% 52 18	33% 52 14	38% 39 23	30% 49 21	34% 48 19
18. Who should decide what subjects or interest areas your child actually studies in school?	1. School (teacher) should make final decision. 2. School (teacher) should decide some, parents and/or student should decide some. 3. Parents and/or student should decide.	6 87 8	8 89 4	26 70 4	17 79 5	21 77 2	20 75 5	23 72 5	17 79 4	12 85 3	18 78 4	20 76 4	16 81 4
19. Which of the following school settings would you like for your child?	1. Teacher instructs or directs the learning all of the time. 2. Teacher directs the learning some of the day; student directs his/her own learning some of the day. 3. Student directs his/her own learning; teacher is available.	16 76 8	28 71 2	65 33 1	40 58 3	50 49 1	48 50 1	48 51 1	51 49 1	51 46 2	47 48 5	46 52 2	50 48 3
20. Once your child's course of studies has been decided, what should the school do to help your child complete the work?	1. A teacher should work closely with my child every day. 2. A teacher should check with my child every few days and give assistance when teacher feels it is needed. 3. A teacher should check with my child every few days and give assistance only if my child wants it. 4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.	19 48 14 20	38 53 4 5	49 41 2 7	45 44 3 8	43 49 2 6	43 47 4 7	41 44 6 9	44 45 4 7	49 42 2 6	33 49 7 11	43 46 4 7	42 45 4 8

Table 3 (continued) Response by First Choice of Program and Grade Level

Item	Response	OPEN	CONTINUOUS PROGRESS	TEMPORARY	K	1	2	3	4	5	6	X-3	4-6
21. Within a subject area or classroom, should different materials and ways to learn be available to the students?	<p>1. Most of the time students should use the same materials and be taught in the same way.</p> <p>2. Sometimes students should use the same materials and be taught in the same way; sometimes a variety of materials and ways to learn should be available.</p> <p>3. Most of the time a variety of materials and ways to learn should be available.</p>	2%	2%	14%	7%	13%	7%	13%	8%	8%	6%	10%	7%
		30	59	65	56	57	54	60	66	68	59	57	64
		68	38	22	37	30	38	27	26	23	35	34	28
22. How would you like your child's school time to be used?	<p>1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.</p> <p>2. Part of school day is divided into time periods; part of school day is not divided into time periods; child may work on a subject for any length of time.</p> <p>3. School day is not divided into time periods; child may work on a subject for any length of time.</p>	31	29	67	45	50	52	57	54	47	54	51	52
		59	69	32	53	48	46	39	45	52	43	47	47
		10	2	1	3	2	2	3	1	1	3	2	2
23. Within a particular subject area or classroom, how would you like your child to progress through the school-work?	<p>1. My child should progress through the subject at the same speed as other students.</p> <p>2. My child should progress through the subject at the same speed as other students, but extra work or help should be given if he/she progresses faster or slower than others.</p> <p>3. My child should progress through the subject at his/her own speed.</p>	0	1	2	2	2	2	3	1	1	1	2	1
		58	69	82	71	69	73	74	81	77	79	71	79
		42	30	16	28	28	25	23	19	22	20	26	20
24. How would you like to have your child evaluated?	<p>1. Would like to know how well my child is doing compared with other students of the same age.</p> <p>2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.</p> <p>3. Would like to know how my child is doing and how much he/she has progressed, but not how my child is doing compared with other students of same age.</p>	1	2	6	4	5	5	5	5	7	2	5	4
		66	80	77	78	79	80	80	73	75	71	79	73
		33	19	17	18	16	15	15	22	18	27	16	22

Table 3 (continued) Response by First Choice of Program and Grade Level

Item	Response	OPEN	CONTINUOUS PROGRESS	CONTEMPORARY	K	1	2	3	4	5	6	K-3	4-6
25. Who should evaluate your child's progress in school?	1. The school should evaluate, with no involvement of child or parent. 2. The school and child should evaluate his/her progress together. 3. The school and parent should evaluate the child's progress together. 4. The school, child, and parent should evaluate his/her progress together. 5. My child should evaluate his/her progress.	2% 14 8 75 1	10% 18 12 60 0	26% 13 26 35 0	17% 16 24 42 0	23% 11 26 40 0	17% 14 15 53 0	13% 12 22 53 0	21% 17 17 45 0	17% 15 19 49 0	18% 16 12 54 0	18% 14 22 46 0	19% 16 16 49 0
26. Are you satisfied with how well school is meeting your child's achievement and intellectual needs?	1. Very satisfied 2. Satisfied 3. Dissatisfied 4. Very dissatisfied	15 62 16 6	15 68 15 2	23 63 11 2	19 67 11 3	24 64 10 1	19 64 15 2	20 65 13 3	18 66 15 1	15 69 12 4	18 64 15 3	21 65 12 2	17 66 14 3
27. Are you satisfied with how well school is meeting your child's emotional needs?	1. Very satisfied 2. Satisfied 3. Dissatisfied 4. Very dissatisfied	13 65 16 6	16 70 12 2	21 67 11 1	20 71 7 2	22 68 10 1	19 69 10 2	13 72 13 2	15 71 13 2	16 66 15 2	17 64 16 4	19 70 10 2	16 67 14 3
28. Providing a choice of alternative educational programs within the North Area is important to me?	1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree	49 50 1 0	30 60 9 1	12 46 27 15	26 55 14 4	26 46 18 10	23 56 13 7	18 55 18 8	17 58 16 9	21 43 26 10	21 50 18 11	24 53 16 7	20 50 20 10
29. For alternative educational programs in the North Area, how far would you be willing to have your child transported to have the program of your choice?	1. To any school in the North Area. 2. No further than a school whose attendance area is next to my child's present school. 3. I would choose the nearest available school regardless of the program offered.	55 37 8	38 46 16	18 42 39	33 41 25	27 38 35	32 46 22	28 47 25	27 45 28	24 46 30	30 42 28	30 43 27	27 44 29

Table 3 (continued) Response by First Choice of Program and Grade Level

To assist the North Area staff in planning for the years ahead please indicate which program you would prefer for your child by putting a 1 by your first choice, a 2 by your second choice and a 3 by your third choice.	Response	K	1	2	3	4	5	6	K-3	4-6
30. Contemporary: Children in each class are about the same age. Individual teachers feel responsible for the progress of children assigned to their room. Although teachers usually plan and share with other teachers at their grade level, they feel individually responsible for carrying out the curriculum as developed by citywide or area consultants and committees. Children spend most of the time in their home rooms. They also share school spaces like the gymnasium, library or music room. Children proceed at their own rate in large or small groups through basic materials and tasks. Children with learning problems are cared for in a variety of ways to meet their needs. Teachers check assignments and evaluate children on their progress.	1st	47%	58%	52%	59%	58%	59%	53%	53%	57%
	2nd	30	29	28	31	31	34	34	30	33
	3rd	24	13	17	14	14	9	15	17	13
31. Continuous Progress: Children may be in groups with older and younger children, (usually a three year span) and groups change according to needs and interests. Teachers plan as teams, but take on different jobs which they usually do alone. The learning program is coordinated by several teachers. Children move between classrooms, especially for skill groups and sometimes for interest groups. Children spend part of the day in scheduled activities and some of the day in changing interest groups. Children proceed at their own rate in large or small groups through similar content using varied materials. Teacher-set goals are evaluated by the teacher. Goals set by the children are evaluated by the children and the teacher.	1st	40	34	40	36	38	39	36	38	38
	2nd	52	61	57	54	54	57	55	56	55
	3rd	7	6	6	7	4	3	6	7	4
32. Open: Children are with older and younger children for most of their activities. Students have relative freedom to select what they want to study. Basic skills of reading, mathematics, and communication are emphasized and are taught in a variety of ways. Children plan their schedule with teachers and parents assisting. Time limits are not rigid. Learning experiences grow out of children's interests. Students have the opportunity to be in various groups, various places and with different adults during a school day or week. Students and adults cooperatively plan direction and evaluate progress.	1st	13	8	8	5	3	3	10	9	5
	2nd	18	10	15	15	14	9	12	15	12
	3rd	69	81	77	79	82	88	78	76	82

MINNEAPOLIS PUBLIC SCHOOLS
North Area Superintendent's Office

Dear North Area Parent or Guardian:

The purpose of this questionnaire is to find out the type of education you want for your child. The Minneapolis Board of Education has stated that by September, 1976, parents will have a choice as to the type of elementary school they want their child to attend.

The Survey Committee of the North Area Alternatives Task Force, formed by the North Area Superintendent in December, 1974, has prepared these surveys. This questionnaire is being sent to the parents of one of every four elementary students selected from school alphabetical lists.

The first survey is designed to determine your attitudes about different areas of education. The second survey contains the descriptions of three types of schools considered for the North Area in Fall, 1975. From your responses to these surveys, we will present to the North Area Administration your preferences for the education of your child.

When the questions ask about "your child", your answers should refer only to the child whose name appears on the address label of this questionnaire.

The completed questionnaires will be seen by a member of the Minneapolis Schools' Research Department only. All responses will be kept confidential. If you do not feel comfortable being identified, remove the label before returning the questionnaire.

The results of this survey will be published in the North Area News later this Spring. If you wish to review the results before publication, please mark the box below so we can contact you.

Your opinions, as expressed in these two surveys, are needed now. Please complete and return the questionnaire in the stamped envelope provided in the next two days.

Thank you.

Terri Edwards
Steve Levie
Dave Mesenbourg
Task Force Survey Committee

Steve Levie
Task Force Survey Committee Chairperson

Mel Hoagland
North Area Superintendent



NORTH AREA PARENT SURVEY

(1-4) 1975 Year of Survey

ALTERNATIVE EDUCATIONAL PROGRAMS

Each of the questions below describes a way in which schools can differ. For each question, mark an X by the one choice that best describes the kind of school you would like for your child (the child identified on the survey you received). If you do not feel that you can make a choice on a particular item, print the letters NS next to the choices to indicate that you are Not Sure. Try to answer every question. There are no right or wrong answers. Thank you very much.

(5) How would you like your child to use the community outside the school during the school day?

- ☐ 1. A few field trips into the community; the rest of the time in school.
- ☐ 2. Several projects or activities in the community, but most of time in school.
- ☐ 3. Community could be used extensively, ... very little time may be spent in the school building.

(6) Which attendance policy would you prefer at your child's school?

- ☐ 1. Attendance required and strictly enforced by school.
- ☐ 2. Attendance required and school encourages regular attendance.
- ☐ 3. Regular attendance in the school building is not required as long as student is learning.
- ☐ 4. Attendance is left up to the student and/or parents; school does not take attendance.

(7) What learning situation would you prefer for your child for most of the school day?

- ☐ 1. Students may not move around or talk without permission.
- ☐ 2. Students may move around or talk as they work as long as they remain orderly and quiet.
- ☐ 3. Students may move around and talk freely as long as their work is being done.
- ☐ 4. Students are free to move around and talk as they wish.

(8) In what way would you like your child to work with other students in school?

- ☐ 1. By doing the work alone and not by working with other students.
- ☐ 2. By doing the work alone much of the time, but several projects where students work together in a group.
- ☐ 3. About half the time doing the work alone and half the time working with a group of students.
- ☐ 4. Most of the time working with one or more other students; helping each other, group projects.

(9) Should parents have a say in deciding the way a school is run?

- ☐ 1. School should make all such decisions with no advice from parents.
- ☐ 2. School should make final decisions after advice from parents.
- ☐ 3. School and parents should share the responsibility for making such decisions.
- ☐ 4. Parents should make final decisions after advice from school.

(10) Should students of your child's age help make and enforce the school rules?

- ☐ 1. School rules should be made and enforced without advice from students.
- ☐ 2. School rules should be made and enforced after advice from students.
- ☐ 3. Students should share the responsibility for making and enforcing the school rules.
- ☐ 4. Students should make and enforce the rules.

(11) Should parents have a say regarding what courses of study (or subjects) are offered at their child's school?

- ☐ 1. School should decide with no advice from parents.
- ☐ 2. School should make final decision after advice from parents.
- ☐ 3. School and parents should share the responsibility for the decision.
- ☐ 4. Parents should make final decision after advice from school.

(12) Should students of your child's age have a say regarding what courses of study (or subjects) are offered at their school?

- ☐ 1. School should decide with no advice from students.
- ☐ 2. School should make final decision after advice from students.
- ☐ 3. School and students should share the responsibility for the decision.
- ☐ 4. Students should make final decision after advice from school.

(13) Which educational program (or course of studies) would you like to have for your child?

- ☐ 1. A required course of studies taken by all students.
- ☐ 2. Some required courses plus courses developed to meet the specific needs or interests of my child.
- ☐ 3. No required courses; all courses are developed to meet the specific needs or interests of my child.

(14) Who should decide what subjects or interest areas your child actually studies in school?

- ☐ 1. School (teacher) should make final decision.
- ☐ 2. School (teacher) should decide some, parents and/or student should decide some.
- ☐ 3. Parents and/or student should decide.

(15) Once your child's course of studies has been decided, what should the school do to help your child complete the work?

- ☐ 1. A teacher should work closely with my child every day.
- ☐ 2. A teacher should check with my child every few days and give assistance when teacher feels it is needed.
- ☐ 3. A teacher should check with my child every few days and give assistance only if my child wants it.
- ☐ 4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.

(16) Within a subject area or classroom, should different materials and ways to learn be available to the students?

- ☐ 1. Most of the time students should use the same materials and be taught in the same way.
- ☐ 2. Sometimes students should use the same materials and be taught in the same way; sometimes a variety of materials and ways to learn should be available.
- ☐ 3. Most of the time a variety of materials and ways to learn should be available.

(17) Which type of school would you prefer for your child?

- ☐ 1. A school where competition is emphasized.
- ☐ 2. A school where competition and cooperation are equally emphasized.
- ☐ 3. A school where cooperation is emphasized.

(18) Which of the following school settings would you like for your child?

- ☐ 1. Teacher instructs or directs the learning all of the time.
- ☐ 2. Teacher directs the learning some of the day; student directs his/her own learning some of the day.
- ☐ 3. Student directs his/her own learning; teacher is available.

(19) How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?

- ☐ 1. All students at the same age (or grade) level.
- ☐ 2. Students within one or two years younger or older than my child.
- ☐ 3. Students within an elementary age range (5-11 years old).
- ☐ 4. All ages from 5-18 years.

(20) How would you like your child's school time to be used?

- ☐ 1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.
- ☐ 2. Part of school day is divided into time periods; part of school day is not divided into time periods, child may work on a subject for any length of time.
- ☐ 3. School day is not divided into time periods; child may work on a subject for any length of time.

(21) How would you like to have your child evaluated?

- ☐ 1. Would like to know how well my child is doing compared with other students of the same age.
- ☐ 2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.
- ☐ 3. Would like to know how my child is doing and how much he/she has progressed, but not how my child is doing compared with other students of same age.

(22) Who should evaluate your child's progress in school?

- ☐ 1. The school should evaluate, with no involvement of child or parent.
- ☐ 2. The school and child should evaluate his/her progress together.
- ☐ 3. The school and parent should evaluate the child's progress together.
- ☐ 4. The school, child, and parent should evaluate his/her progress together.
- ☐ 5. My child should evaluate his/her progress.

(23) Who should teach your child in school?

- ☐ 1. Teachers should do all of the teaching.
- ☐ 2. Teachers should do most of the teaching, but some parents and community members should be involved.
- ☐ 3. Teachers are only one of many persons (including adults and other students) who should do the teaching.

(24) Which of the following best describes how you would like your child taught?

- ☐ 1. Mainly one teacher works with or is available to my child.
- ☐ 2. Several teachers work with or are available to my child in different subject areas.
- ☐ 3. A team of teachers works with or is available to my child; regular communication among teachers about students.

(25) Within a particular subject area or classroom, how would you like your child to progress through the schoolwork?

- ☐ 1. My child should progress through the subject at the same speed as other students.
- ☐ 2. My child should progress through the subject at the same speed as other students, but extra work or help should be given if he/she progresses faster or slower than others.
- ☐ 3. My child should progress through the subject at his/her own speed.

(26) How would you like your child to learn in school?

- ☐ 1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.
- ☐ 2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.
- ☐ 3. Mainly by working with objects, by playing, or by living and doing things themselves.

(27) How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?

- ☐ 1. Provide specific reading and math courses
- ☐ 2. Provide specific courses and planned reading and math activities in other school activities and courses.
- ☐ 3. No specific courses, but reading and math activities and projects planned in other school activities and courses.
- ☐ 4. Students' interests will lead them to develop reading and math skills without specific courses and activities.

(28) Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?

- ☐ 1. No, my child's studies should not include work on feelings and attitudes.
- ☐ 2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.
- ☐ 3. Yes; my child's studies should include some work on feelings and attitudes.
- ☐ 4. Yes; my child's studies should include a lot of work on feelings and attitudes.

(29) How should serious problems that your child might have at school be handled?

- ☐ 1. School handles as it sees fit without child or parent involvement.
- ☐ 2. School handles problem after talking with parents.
- ☐ 3. School, parents, and child work out a solution together.
- ☐ 4. School and child work it out without parent involvement.

(30) Are you satisfied with how well school is meeting your child's achievement and intellectual needs?

- ☐ 1. Very satisfied
- ☐ 2. Satisfied
- ☐ 3. Dissatisfied
- ☐ 4. Very dissatisfied

(31) Are you satisfied with how well school is meeting your child's emotional needs?

- ☐ 1. Very satisfied
- ☐ 2. Satisfied
- ☐ 3. Dissatisfied
- ☐ 4. Very dissatisfied

(32) Providing a choice of alternative educational programs within the North Area is important to me.

- ☐ 1. Strongly Agree
- ☐ 2. Agree
- ☐ 3. Disagree
- ☐ 4. Strongly Disagree

(33) For alternative educational programs in the North Area, how far would you be willing to have your child transported to have the program of your choice? (check one only)

- ☐ 1. To any school in the North Area
- ☐ 2. No further than a school whose attendance area is next to my child's present school.
- ☐ 3. I would choose the nearest available school regardless of the program offered.

Three educational programs are described below. They represent the three types of programs most likely to be offered in the North Area. The descriptions are to serve only as a guide to the type of program you would prefer for your child. This is not a registration form. As each faculty and school community plans its program, changes may occur.

To assist the North Area staff in planning for the years ahead please indicate which program you would prefer for your child by putting a 1 by your first choice, a 2 by your second choice and a 3 by your third choice.

- (34) Contemporary: Children in each class are about the same age. Individual teachers feel responsible for the progress of children assigned to their room. Although teachers usually plan and share with other teachers at their grade level, they feel individually responsible for carrying out the curriculum as developed by citywide or area consultants and committees. Children spend most of the time in their home rooms. They also share school spaces like the gymnasium, library or music room. Children proceed at their own rate in large or small groups through basic materials and tasks. Children with learning problems are cared for in a variety of ways to meet their needs. Teachers check assignments and evaluate children on their progress.
- (35) Continuous Progress: Children may be in groups with older and younger children, (usually a three year span) and groups change according to needs and interests. Teachers plan as teams, but take on different jobs which they usually do alone. The learning program is coordinated by several teachers. Children move between classrooms, especially for skill groups and sometimes for interest groups. Children spend part of the day in scheduled activities and some of the day in changing interest groups. Children proceed at their own rate in large or small groups through similar content using varied materials. Teacher-set goals are evaluated by the teacher. Goals set by the children are evaluated by the children and the teacher.
- (36) Open: Children are with older and younger children for most of their activities. Students have relative freedom to select what they want to study. Basic skills of reading, mathematics, and communication are emphasized and are taught in a variety of ways. Children plan their schedule with teachers and parents assisting. Time limits are not rigid. Learning experiences grow out of children's interests. Students have the opportunity to be in various groups, various places and with different adults during a school day or week. Students and adults cooperatively plan direction and evaluate progress.

(37) Circle your child's present school.

Bethune	Lincoln	Pillsbury
Bremer	Lind	Putnam
Cleveland	Loring	Shingle Creek
Hall	Lowell	Waite Park
Hamilton	Lowry	Webster
Hawthorne	McKinley	Willard
Holland	Penn	

(38) Circle your child's present grade level.

Kindergarten	Grade 4
Grade 1	Grade 5
Grade 2	Grade 6
Grade 3	

(39-43) _____ Leave Blank; school and grade code.

COMMENTS:

RETURN IN THE STAMPED ENCLOSED ENVELOPE, or to

North Area Office
Minneapolis Public Schools
1203 University Ave. N. E.
Minneapolis, MN 55413

55

North Area Parent Survey Committee and
Research and Evaluation Department
Minneapolis Public Schools
February 1975

Minneapolis Public Schools

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